

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Education has a very important role for humans' life. As Sugihartono says (2007: 3), education is an effort that is done consciously and deliberately to change human behavior, both individually and collectively to mature human through teaching and training efforts. Education gives values that will help and guide humans in enduring their life. It cannot be imagined life without education.

Education in Indonesia has developed time in time. This is due to following and adapting to the change of age and technological advancement. At school, education is directed through the teaching so the goals of the changes can be achieved as desired.

Hamalik (2004: 79) stated that school as a formal educational institution, systematically had planned various environments, that is the educational environment, which provides a variety of opportunities for students to gain experience of education in order to encourage the students' growth and development. The environment is organized into the curriculum and teaching methods .

A teacher should know the curriculum before he or she teaches his or her students, as curriculum has been made on the basis of students' needs. In Oxford Advanced Learner's Dictionary of Current English, curriculum is a course of study in school, college, etc. (Hornby, 1987: 211). The process of teaching

learning in schools is influenced by its environment. Schools in suburbs will be different from schools in urban areas. Therefore, a school needs a curriculum which will give guidance to determine schools' goal by paying attention to the environment. This is stated in the regulation of government No 20, 2003 article 1 and verse 19, that is curriculum is planning set and rule about purpose, content and lesson material also the method which is used as a guidance to conduct learning activity to achieve certain educational goals.

Furthermore, White (1998: 19) explains more widely about curriculum; the curriculum includes the goals, objectives, contents, processes, resources, and means of evaluation of all the learning experiences planned for pupils both in and out of school and community through classroom instruction and related program.

In other words, one of the educational substances which has the important role to determine the graduation quality is curriculum. So, the good quality of the graduation depends on the curriculum as the guidance in education.

Moreover, curriculum requires time development in its formation. In other words, the development of civilization in 21st century requires different point of view in education. The rapid development of information and technology cannot be anticipated by by blocking its benefits in education. While science and knowledge are easier to be transferred through technology and the development is hardly prevented.

Meanwhile, the development of civilization is a distinctive challenge for teachers to prepare the excellent human resources and create the winner in global competition. Therefore, the curriculum requires an improvement after an

evaluation. As a result, the improvement and the implementation of curriculum need to be conducted to set up the students with the competences needed by the students in facing 21st century.

Kelly (2005: 5) stated that curriculum is always dynamic and be influenced by the changes of many factors. The objectives of education can fundamentally change, if a country turns from the state of being colonized becoming an independent country. The curriculum must be changed entirely as well. Curriculum also changed when the emphasis of the goal is shifted. The changes of curriculum also happen when the new vision about the learning process comes. So, the forms of curriculum arise, such as activity or experience curriculum, programmed instruction, teaching moduls, and so on. Changes in society, science explosion and others require the curriculum change. It is because the last curriculum is no longer relevant (Nasution: 2011). Thus, the curriculum change becomes a common thing in many countries.

As changes occur, the minister education and culture, Mohammad Nuh has made new changes to the curriculum called Curriculum 2013. As cited by Katuuk (2014: 14), there are two objective reasons why the minister intended to change to the existing curriculum. The preparation the Golden Generation Indonesia for a hundred years of independent Indonesia (2045) and the preparation of Indonesia's ability to deal with the problems associated with globalization: *WTO, ASEAN Economic Community, APEC, CAFTA*; environmental issues; advances in information technology; convergence of science and technology; knowledge-based economy; the rise of the creative and cultural industries; change of world

economic power; quality, investment and transformation of the education sector. Demands of global developments produced a generation that has a need for competitive ability and the ability to solve difficult challenges in the future.

The existence of Curriculum 2013 becomes a great attention and leads to controversy for most people, because some people regard Curriculum 2013 is not ready to implement. However, the curriculum change especially Curriculum 2013 is purposed to reach better education system.

This curriculum offers some progress from the former curriculum. For example, Curriculum 2013 gives some strategies for teachers and students. Teachers will be more creative, while students will be more active. In Curriculum 2013, there is a scientific approach. This can be mentioned as a method. Teachers will not only teach but also facilitate students. So, teachers are demanded to be more creative and Curriculum 2013 offers some models.

Moreover, Curriculum 2013 is arranged and developed by seeing the potential students, the developing of era, and the students' needs. And the important thing is Curriculum 2013 offers some models of teaching. In the assessment, teachers must use the authentic assessment. It will be helpful for teachers so that they do not use false assessment since in Curriculum 2013, they will also assess the affective aspect. The former curriculum does not give the way how to assess the affective, but Curriculum 2013 has been existed the way how to assess it.

Curriculum 2013 has a substantial program with some targets to be achieved. It is literacy. Literacy is an important skill of life. Most of education

processes depend on ability and awareness of literacy. Student's successfulness is affected by literacy.

The most basic activity in literacy is reading. Reading skill is a foundation to learn many things. This skill is also very important in gaining students' intellectuality. Through reading, the students can obtain knowledge and explore the world which has benefit for life. The information above is supported by Sumandayo (in Triatma, 2016, p. 167) who explains that "every aspect of life involves reading activity".

In a research namely "Most Littered Nation In the World" conducted by Central Connecticut State University on March 2016, Indonesia is stated as the 60th of 61 countries concern about reading habit. This fact needs to be considered seriously because it can be noticed from infrastructure evaluation that Indonesia is higher than other European countries (Gewati, 2016).

Based on the data, it strengthens the survey conducted by Statistics Centre Institution in 2006 shows that 85,9 % of Indonesians prefer watching TV (40,3 %) to listening radio and reading newspaper (23,5 %) (Kemendikbud RI, 2016). From the data above, it is clearly shown that literacy culture in Indonesia is really low and educational institution must take a part in gaining literacy culture especially at school.

It has been stated above that culturally Indonesian society does not have a high literacy culture. It is also proved by the results of the research Program for International Student Assessment (PISA) held once in three years and monitoring reading literacy, mathematics and science mastery for gaining educational method



in a country. Based on the current PISA result, cultural literacy rate of Indonesian society is the second worst from 65 countries examined in the world. Indonesia occupies the sequence to 64 from 65 countries. On the same research, PISA also put the position of reading activity of Indonesian students is 57 out of 65 countries examined. It can be seen further in the following Table.

**TABLE 1.1. PISA AVERAGE SCORES READING LITERACY**

NO	YEARS	SCORES	RANK	Σ COUNTRIES
1	2000	371	39	41
2	2003	382	39	40
3	2006	393	48	57
4	2009	402	57	65
5	2012	396	61	64
6	2015	397	69	76
7	2018	371	72	77

From the table above, it can be seen that in eighteen years the literacy rate of Indonesians is getting lower and lower. There is not any significant progress of reading literacy and it becomes serious problem due to its effect to the quality of education. The low level of literacy is caused by many factors. One of them is the inappropriate technology usage. Indonesians are stuck with the high technology. Even though literacy activity can be conducted by using e-book. And it can be seen that people tends to concern about game, social media, music or anything else than reading. On the other hand, in isolated area, the access the of book is so minimum. And there is no access of library also becomes a problem.

It can be analyzed specifically to the most up to date result in 2018 that in reading literacy, the main topic of PISA 2018, 15-year-olds in Indonesia score 371

points compared to an average of 487 points in OECD countries. Girls perform better than boys with a statistically significant difference of 25 points (OECD average: 30 points higher for girls).

Based on the table also can be concluded that Indonesia has experienced an emergency literacy rate. Therefore, in this Curriculum 2013, the culture of literacy must be forced and accustomed to become the culture. This literacy culture will affect the quality of education and human resources that are produced.

Moreover, literacy concerns about social connection and practice relates to knowledge, language and culture (UNESCO, 2003). UNESCO declaration also stated that information literacy relates to skills of identifying, setting, discovering, evaluating, creating, applying and communicating the information to solve many problems (Dirjen Dikdasmen, 2016: 7).

In 2013, Culture and Education Ministry through Minister Law No. 23, 2013 launched literacy of Curriculum 2013 activity to assist students to emerge the reading and writing habit at school. The activity is reading unscientific book before the teaching-learning process. This activity is conducted to arise students' reading passion and also increase the reading skill so that the knowledge can be mastered well.

As a fact, literacy approach had been introduced in Curriculum 2004 in language learning as the solution in facing the challenging of world and language discourse in the near future (Kumalarini and Munir, 2006: 40). Later in curriculum KTSP, Wijayati (2011: 58) had pointed out that School based Curriculum is still using literacy approach in order to stimulate and activate the

language teaching four skills based. And literacy has been more seriously implemented in Curriculum 2013.

The researcher had conducted a preliminary observation to observe the implementation of literacy of Curriculum 2013 in a school names Al Ulum Senior High School. After having the preliminary observation, the researcher found that this school has been conducting Curriculum 2013 since it had been launched by the government in 2014. However, Curriculum 2013 was not really implemented, because at that time the principal and and the teachers had not got any trainings about Curriculum 2013. The school just implemented Curriculum 2013 because it was pointed as the sample private school out of some private schools under a state school as main school.

Moreover, this school really implemented Curriculum 2013 in 2016 after it has been revised and the teachers have got some trainings of Curriculum 2013. And at that time also, there had been many schools implemented Curriculum 2013.

As a matter of fact, literacy has been implemented in all education institution in Indonesia. And so has Al Ulum Senior High School. In the preliminary observation conducted by the researcher, this school has implemented literacy even before the teaching – learning process started. All students and teachers will have Tahsin activity which is reading holy Qur'an for 15 minutes every morning. This activity aims to accustom the students in reading holy book for moslems and also improve the students' ability in reading Al-Qur'an well based on its law. Moreover, this activity also refers to another activity namely



Tahfizul Qur'an which is memorizing the verses of Al-Qur'an. In other words, the students read Qur'an and memorize it at the same time.

Moreover, in the language teaching-learning process, it is a certain that literacy will be implemented due to the two skills applied in language teaching-learning namely reading and writing. In Curriculum 2013, literacy is not only about reading and writing in academic term, but also apply and develop what students read and write into their social life. Moreover, literacy also assists students' character development and gain their humanity aspect.

The researcher conducted an unformal questionnaire about whether the students like reading and almost 90% answered they do not like reading unless it is entertaining text such as novel and comic. Moreover, in the language teaching-learning process for example, reading is a discouraged activity according to the students especially when it refers to the scientific text that applies high level vocabularies. While in literacy, it is expected not only about silent or loud reading but furthermore it can lead students to analyze the text and it will give good effect and contribution for students' social and future life.

And as a result, when the students have lack mastery in reading it will influence their mastery in writing. It is known that if someone has been an active reader, it will be easy for him to write as much information he has from what he has read to be expressed in writing. Therefore, the students will be unmotivated if they are asked to write or to compose a text. They tend to use the existence of technology if they have a writing assignment. While in literacy, students are expected to be able to explore their knowledge in writing.

Beside in the teaching-learning process, literacy can also be implemented in the school environment. One of important facility in conducting literacy is the school library. In Al Ulum Senior High School, library has been adequated refers to its space, the number of books as well as the various kinds of books. However, the visitors of the library noticed from the guest book are still in the low level. While in Curriculum 2013, library has a significance role in creating literate environment.

Moreover, in the preliminary observation conducted by the researcher also, literate environment has been implemented Al Ulum Senior High School by the existences of some inspiring and encouraging slogans and motto around the school. Of course in this case, literacy can be implemented by the supporting facilities available.

Therefore, the researcher wants to find out more and detail about the implementation of literacy in Al Ulum Senior High School as the sample of school that applies Curriculum 2013 specifically and also find out the problems of its implementation.

## **1.2 Problems of the Study**

The problems of this study are formulated in questions as follow.

1. What are the problems of implementation of the Curriculum 2013 – based on school literacy in Al Ulum Senior High School?
2. How is the implementation of the Curriculum 2013 – based on school literacy in Al Ulum Senior High School?

### **1.3 Objectives of the Study**

In line with the problems above, this study is intended to.

1. elaborate the problems of implementation of Curriculum 2013 – based school literacy in Al Ulum Senior High School and
2. investigate the implementation of Curriculum 2013 – based school literacy in Al Ulum Senior High School and

### **1.4 Scope of the Study**

This study attempts to investigate the implementation of Curriculum 2013 – based literacy and any problems concern with its implementation. The implementation of Curriculum 2013 – based literacy is limited to School Literacy Movement which is recommended by the government to be implemented in every school due to create better education for creating golden generation for golden Indonesia in 2045. This movement is started by having reading habit to the students and followed by the development stage and ended by learning stage together with assessment.

While the problems of implementation of Curriculum 2013 – based literacy is limited to the problems discovered in Al Ulum Senior High School.

### **1.5 Significance of the Study**

The axiological viewpoint of this study is considered significant if it may provide valuable scientific information, which is theoretically and practically applicable to the development of literacy approach in Curriculum 2013 in

language teaching learning process and also its implementation in school environment.

Theoretically, this research strengthens the previous theories specifically about the implementation of literacy in Curriculum 2013 at school in gaining students' encouragement of reading and writing. Moreover, this research is expected to wide the literature aspect in gaining students' encouragement of reading and writing.

While practically, this study will be useful for the researcher as a teacher in developing her knowledge about the real implementation of the latest curriculum in Indonesia, that is Curriculum 2013 and as a result her school will make a right follow up for applying curriculum which is going to be used to make teaching learning process run effectively based on Curriculum 2013.

Moreover, the research findings, in practical use, are expected to be useful to widen and enrich the teachers' and students' knowledge about literacy in Curriculum 2013. In addition, the language teachers will have new references about the implementation of literacy of Curriculum 2013 which is not only applied in the teaching-learning process, but it can also be applied in school environment.

Furthermore, the result of this research may also give some contributions to the government particularly in education sector to observe whether Curriculum 2013 has been widely and equally applied in schools.